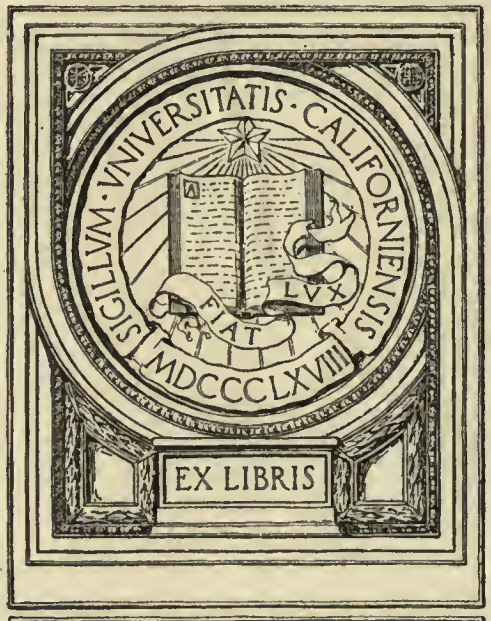
GIFT OF


SIGILLVM · VNIVERSITATIS · CALIFORNIENSIS
LVX
FIAT
MDCCCLXVIII
EX LIBRIS

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

http://www.archive.org/details/vocationalschool00breurich

# The Vocational School for Disabled Soldiers at Rouen, France

Many disabled soldiers on being discharged from the army find themselves prevented by their handicap from following their former trade. The state, realizing that it owes them reparation, grants them a pension, the amount of which depends on the severity of their wounds and the extent to which they are incapacitated for work, but this pension is, unfortunately, owing to the many demands on the treasury, never large enough for their necessities. The state, therefore, offers further help in the form of certain minor government positions, which it reserves for disabled soldiers. But since there are many more applicants than positions, the greater number of men who wish to eke out their pension in this way can only register on a list of candidates and then wait months or even years for their turn.

The pension is insufficient; government posts are too few. What then can be done to keep the disabled soldier from dependence or need? The remedy is to help him back into industry. If he is unable to practise his former trade, he must learn a new one which is compatible with his maimed condition. A former farm laborer, for example, who on account of the loss of his leg will never be able to follow the plow again, can learn to be a tailor, a shoemaker, a basket-maker, a clockmaker, a hairdresser, or a tinsmith. A former locksmith, paralyzed in his right arm, can learn to write with his left hand and, after receiving some general schooling, can study accounting and become a bookkeeper, commercial traveler, or the like. When a disabled soldier has learned a new trade, his earnings in addition to his pension will enable him to support himself and his family, and he will enjoy again the cheerfulness which comes from independence and useful activity.

Moreover, retraining a man to be a productive workman benefits not only the individual but the state. After the war France will have to make a tremendous effort to compete industrially with her enemies, and her greatest difficulty will be the shortage of the labor supply. She will have to utilize every resource, the whole effort of which every individual is capable; even war invalids must be utilized to the fullest extent to which they can be made capable. If they are not retrained for industry, the nation's output and its prosperity will be diminished.

Disabled men who are unable to go back to their former work and who do not learn to do something else run the danger of being reduced to appealing to charity or of yielding to the dangerous suggestions of idleness and misery. Social justice as well as the interest of the state demands that they be remade into self-supporting members of society. If public measures are insufficient, private efforts must supplement them. In recognition of the situation the people of France have formed into numerous groups and societies whose purpose is to help the disabled soldier back to a normal life. In order to attain their end, they can, we believe, employ no better means, no means more fruitful of results or of more far-reaching beneficence, than vocational training.

The project for a vocational school at Rouen originated with the Departmental Committee on Technical Instruction of the Seine-Inférieure. In June, 1915, the Committee received a circular from the Minister of Commerce asking it to consider the best method of providing trade training for disabled soldiers. It set to work on the subject immediately and began to study the conditions at Rouen with a view to providing such training. The Committee soon found that

they had to make a choice between the two possible methods of providing vocational training: that which consists in sending out men as apprentices to private industrial concerns, and that which collects them as pupils in a regular vocational school, where there is a workshop for every trade taught. Either system has its advantages and disadvantages. When apprentices are placed with private industrial concerns, an infinite number of trades are opened to them without the expense of constructing and equipping workshops. The apprentices, moreover, can live at home and readapt themselves to a normal life during their training. They and their work do not, however, receive adequate supervision. They may not be working under good conditions; they may not be accomplishing their object of learning a trade; they may be abusing their liberty. And the cost of providing them with means for their support during their apprenticeship may be very heavy. The system has besides been tried in other places with little success. After due consideration and in the belief that the school and workshop method would ensure systematic instruction, experienced teachers, and good discipline, the Committee decided in favor of that method.

Two members of the Committee, M. G. Fromage and M. R. Lemarchand, wishing to profit as much as possible from the experience of others, and believing that they could learn more in a brief time from first-hand observation than from lengthy descriptions and abstract theorizing, paid a visit to Lyons, where two schools for training war cripples were already in operation. They brought back a great deal of valuable information, and as a result the organization of the Rouen school is largely based upon that of the Lyons schools. The Committee are happy to acknowledge their indebtedness here.

The work of organization proceeded as rapidly as possible. An administrative committee of seven members was elected. It was decided to have both day pupils and boarders. The use of a building was given to the school by the city of Rouen, and a second adjoining building was rented for the shops.

The building given by the city was formerly a school for girls at 56, rampe Bouvreuil, in a beautiful part of the city. Many changes and repairs had to be made to adapt it and the neighboring building to the purposes for which they were to be used, but the work was pushed with great vigor, and in November, five months after the project was conceived, the school opened its doors to its first boarder. Beside the dormitories, dining-rooms, classrooms, and shops, there are baths, a smoking and recreation room, and an outdoor courtyard for games, all freshly painted, well-lighted, well-ventilated, and scrupulously neat and clean. There were at first five sleeping halls with ten beds each, the school having provided for fifty boarders and one hundred day pupils; but the number who wished to enter as boarders soon exceeded the accommodations, and it was necessary to make enlargements. As there were also more pupils in bookkeeping and school subjects than could be accommodated in the classrooms, another house was hired at 106, rampe Bouvreuil, where there is ample space for teaching these subjects and where thirty men can sleep.

During the period when the founders of the school were engaged in the preparatory work of altering and equipping the buildings, they chose to act as a private association without any connection with the government, since in this way they could avoid the delays and formalities of official red tape. But as soon as the school was ready to open, they sought to put its finances on a permanent stable basis by asking the state to underwrite the enterprise, *i.e.*, to agree to bear all expenses not covered by the other resources of the school. The state agreed to this proposal on condition that the organizers of the school place it under the control of the departmental or communal administration or the Rouen Chamber of Commerce, so that some official body would be responsible for the expenditure and auditing of its funds. After negotiations in which the Prefect of the Seine-Inférieure played a helpful part, the organizers asked the Chamber of Commerce to assume official control. The Chamber of Commerce accepted the responsibility, confirmed the powers of the Administrative Committee, and appointed M. Desmonts,

vice-president of the Chamber, to represent it on the Committee.

The Administrative Committee has charge of the general management of the school. It holds weekly meetings, and its president, M. G. Fromage, makes a daily visit to the school to dispose of current business. In household problems, concerning board, laundry, nursing, etc., the Committee has received valuable help from Mme. Trévoux, a delegate from the Red Cross. The administrative staff is small: M. Breuil is director of instruction; M. Gillot is financial director and, with Mme. Gillot, has charge of the housekeeping and other expenditures. A doctor assigned by the medical service looks after the health of the pupils. The servants consist of a janitor, a cook, a housemaid, and a man of all work.

The money for the equipment and running expenses of the school was collected from many sources. There were first voluntary gifts, obtained by a public subscription. One of the earliest acts of the Committee was to address an appeal to the people of Rouen, to which they responded and continue to respond most generously. To the sum obtained by individual subscriptions have been added grants of money from the *Conseil Général* of the department, the *Conseil Municipal*, and the Chamber of Commerce. A large sum has also been contributed by the *Fédération nationale d'assistance aux mutilés*, of which M. Barrès is president. Any additional amount needed to cover expenses is paid by the national government under the conditions stated above.

Another source of income is from the sale of articles made in the shops. After deducting the cost of raw materials, the management divides the rest of the money from this source as a bonus among the workmen.

All disbursements are made by the financial director, who receives an amount corresponding to his needs from the treasurer of the Committee. Repair of buildings, cost of raw materials, wages of servants and staff, heat, light, board, and the payment to each pupil of a minimum wage of fifty centimes a day are the principal items of the budget.

The budget for 1916, providing for one hundred day pupils and fifty boarders, amounts to 149,470 francs. But as the number of boarders is at present seventy-five, these figures will have to be revised.

All pupils who enter the school must be completely cured of their wounds, so that their instruction will not have to be interrupted by further medical or surgical treatment, and they must be either discharged from the army or be waiting for their discharge. If they are awaiting their discharge in a convalescent center, they must obtain permission to attend the school from the military authorities. It is to be hoped that convalescent depots for men awaiting discharge will be, whenever possible, located in towns where there are training centers, and that the military authorities will use their influence to persuade the men to attend the schools as day pupils. The men are benefited by being occupied during their convalescence, and the school welcomes non-boarders.

The Rouen school accepts men from any part of France, but if circumstances should make it necessary to discriminate, preference would be shown to men from Normandy.

The number of apprentices who have applied in the past few months indicates the gradual disappearance of a belief which formerly deterred many men from learning a new trade. This was the entirely groundless belief that any training which increased their earning capacity would produce a corresponding diminution of their pension. All uncertainty on the subject should be removed by the provisions of the Rameil Law, which has already been adopted by the Chamber of Deputies and will be soon taken up by the Senate. This law expressly states that "in no case can the amount of the pension be reduced because of vocational re-education;" and that "during the period of re-education if the wounded man is not receiving his pension, his family will continue to draw their separation allowance; if he is receiving his pension, but that pension is not so large as the allowance for subsistence and children previously paid the family, the family can continue to draw the difference."

Disabled men should also cease to fear that the payment of their pension will be delayed because of their attendance at a trade school. On the

contrary, in accordance with the regulations of the Minister of the Interior concerning re-educational centers, the pensions of men undergoing vocational training will be paid before those of any other class.

Pupils in the Rouen school, therefore, receive their pension or temporary allowance from the government under the same conditions as before they entered, and as was stated above, they receive an additional sum from the school of at least fifty centimes a day. They are under no obligation except to work at the trade they wish to learn and to conform to the regulations of the school.

The schedule of hours for the day is as follows:

| | |
|---|---|
| 6:30 | Rising |
| 7:00 | Breakfast |
| 8:00 to 10:00 | Work |
| 10:00 | 15 minutes' rest if desired |
| 10:15 to 12:00 | Work |
| 12:00 | Luncheon, and rest till 1:30 |
| 1:30 to 4:00 | Work |
| 4:00 | 15 minutes' rest if desired |
| 4:15 to 5:00 | Work |
| 5:00 to 6:30 | Elementary school subjects |
| 6:45 | Dinner |
| 8:00 to 9:00 | Recreation |
| 9:00 | Retiring |

Day pupils arrive at 8 a. m. and leave at 6:30 p. m. Their noonday meal is given to them in the school. Pupils in the manual trades have every day an hour and a half of instruction in elementary school subjects, during which time they practise reading, writing, and arithmetic, learn to measure surfaces and volumes, to write a letter to a customer or wholesale dealer, to make out an invoice or a bill of work, etc.

On Thursday afternoons and Sundays, pupils are free to go where they choose—married men may even return to their homes on Saturday evening and stay until Monday morning—but no other leaves are granted except on serious grounds. In general, the rules are so few and so reasonable that the men keep them very willingly. If any pupil persists in violating the rules, he is first warned and then expelled.

The school has installed workshops for teaching the trades of shoemaking, tailoring, basketry, clockmaking, hairdressing, and tinsmithing. It was guided in its decision to teach these trades by what seemed to be the best interest of the pupils, by the possibilities of the buildings at its disposal, and by the experience of other schools; but it does not intend that its decision shall be unalterable. If other trades are asked for by a sufficient number of apprentices and the resources of the school permit, instruction in them will be provided.

There is no fixed length of time for an apprenticeship in the different trades. Pupils are not supposed to stay a certain number of weeks, but until they have become good workmen. It is, therefore, left to the foreman in each shop to say when the apprentices under him have become proficient enough to dispense with further instruction.

The shoemaking section was the first one to be opened and has still the greatest number of pupils. Its popularity is probably due to the fact that men who have learned shoemaking can always return to their native place and follow their trade there with a reasonable expectation of success. A shoemaker is as useful in the small village as in the large city. It is, moreover, not a fatiguing occupation, and it is open to almost all disabled men who have two good hands. A few men in this section have partially lost the use of one arm, but the majority are crippled in the legs.

For foreman of this section the school was fortunate to secure a man who combined teaching experience with a practical knowledge of the trade. He is M. Desmettres, formerly a teacher in the vocational school at Tourcoing and now a refugee at Rouen. M. Desmettres' method of teaching is based on the rational principle of proceeding from the simple to the complex, from the easy to the more difficult. His pupils learn first to make a heavy thread out of silk and wax; they next practise stitches in scraps of waste leather; and from that pass to building up heels and sewing or nailing soles. After some practice in this sort of work a man can earn fair wages as a repairer, but he is always urged to continue his apprenticeship and learn to make new shoes. His course will be really finished when he can take measurements, build up a last, and make orthopedic shoes.

In tailoring there is a shortage of workmen owing to the large number of Germans and Austrians employed before the war, and the trade, therefore, offers openings for disabled men. It is also an agreeable trade, clean, not very fatiguing, and fairly remunerative; and like shoemaking it can be practised in any part of the country and often in a man's own house. It is a suitable trade for a man with an injured or amputated leg, and should not be ruled out for those who have a partially disabled hand or arm. One of the best apprentice tailors in the Rouen school has lost half of his left hand.

In organizing and equipping the tailoring shop the Committee received valuable aid from the tailors' union of Rouen. The union realized that a school for training workmen in their trade claimed their interest and cooperation aside from humanitarian reasons, and they have supplied the school with equipment and material and a competent and faithful foreman. The foreman, M. Wedel, begins by teaching his pupils to make collars, revers, linings, and pockets, and to use the pressing iron and the sewing machine. Next he puts them to work on blouses and jackets, and when they have become proficient in this work, they can find a position if they wish. It is to their advantage, however, to continue until they can qualify as cutters or assemblers, when they can obtain much better positions and wages.

Local conditions made it advisable to teach basketry in Rouen. The great spinning and weaving factories of the city use a great many willow baskets to contain their raw materials and their finished products and subject them to such strains that they must be frequently repaired and replaced. Dairying and fruitgrowing, which are important industries of the surrounding country, also call for a large number of willow baskets, in which butter, cheese, and fruit may be packed for shipping to England. In addition to these special demands of local industry there is the usual demand from bakers, confectioners, laundries, etc. Since basketmaking can be taught in a short time and does not demand great exertions, it is a suitable trade for war invalids. Men can work at it sitting down as they do at tailoring and shoemaking; a wound in the leg will not hinder them, but they must have complete use of their two hands.

M. Goulet, the foreman, who has had experience in teaching basketry, is peculiarly suited for the position. His pupils first make the bottom of a round basket and then the body of the basket, learning close weaving before the more difficult open work. When they can make round baskets, they pass to oval ones, and lastly to square ones. Then they take up repairing.

A workman who is content to do only repairing can earn up to five francs a day, but if he continues his apprenticeship until he can construct a complete basket, and is master of his craft, he can at piece work easily earn from six to seven francs a day. Apprentices in the school shops have more work than they can do in filling commissions for the cloth mills and butter merchants of the city.

In the workshop for clock and watchmaking all the equipment and the services of the foreman, M. Huot, were supplied by the clock and watchmakers' union. It would seem as if only men with two good hands and very supple fingers could expect to learn a trade which requires such fine work and the delicate handling of such minute pieces of machinery, but experience has shown in this as in many other cases that one cannot generalize about what trades are open to the various grades of disabilities. One man in the section has only a limited use of his arms, and another has no use of his right hand, all the fingers and the thumb being paralyzed; yet both are making satisfactory progress. When a man has the will to succeed, he will often develop an ingenuity in using tools that makes up for his disability.

A clock or watchmaker must go through a fairly long apprenticeship. He must begin by learning to use a file and lathe. The next step is to make simple parts of clocks and the tools of the craft; then to practise the use of his tools until he acquires the technique of his trade. When he arrives at the point where he understands the mechanism of a clock and can be relied on to discover and remedy its defects, he can earn five francs a day. When he has acquired the same knowledge of a watch, he can earn seven francs a day. The school does not teach him how

to repair elaborate chronographs and antique works, an understanding of which would make him a specialist in his line, but it gives him the necessary groundwork for acquiring such knowledge.

The section for hairdressers and wigmakers has also received aid from the union of workers in the trade. M. Lemasson-Cuverville, vice-president of the union, has lent a beautiful wax bust of a woman with hair dressed in the latest style, and placed on view some of his wonderful creations in hair pieces—beautifully waved bangs, airy puffs, and golden chignons—which are models for the apprentices and temptations to the ladies who visit the workrooms. The union has also supplied drying stoves, carding tables, and other implements for work, and the foreman, M. Marchand.

M. Lemasson-Cuverville has drawn up a program of apprenticeship for his trade, which we would insert here entire if space allowed. He begins by speaking of the advantages of the trade for disabled men. It does not require great physical exertion; most of its operations can be carried on in a seated position; it involves no danger. To become a good workman a man needs only to wish to be one and to be capable of attentive, systematic, and painstaking effort. There are many openings now in the industry as a large amount of hair goods were formerly imported from Germany. Even since the outbreak of the war there have been attempts to send in German goods over the Swiss frontier. M. Lemasson-Cuverville says that he himself, acting as a customs expert, recently refused admission to one million francs' worth of band switches.

He next takes up the different steps in hair work and explains in detail how hair is sorted according to length and shade, then cleaned, and then curled, when it is ready to be used in hair pieces. Next he treats of the two classes of hair workers: those who come in contact with their customers in taking measurements and matching shades, and those who in the workroom make the piece as ordered. Workmen trained in the school will usually be of the second class, but those of special aptitude can advance into the first class. All apprentices must learn to arrange the hair in bands and curls, to make a lifelike wig by fastening the hair in a tulle foundation, and to put a wave in a finished hair piece.

Before the war a hairworker could usually earn from six to ten francs a day according to his skill.

Owing to a delay in obtaining the equipment, the tinsmiths' shop was opened only a few weeks ago, but it is now running smoothly under M. Thébault as foreman. The trade is an interesting and fairly easy one and can be followed almost anywhere. In a village a tinsmith is always needed to repair pipes, roofs, pots and pans, lighting fixtures, dairy utensils, and agricultural implements. In the city he can obtain a good position in a repair shop or in a tinware factory. Or a man who has a little capital and can purchase the necessary outfit and materials can turn his shop into a factory on a small scale and make pails, cans, pots, casseroles, etc. If he manufactures a number of each kind, he can obtain a very fair profit from them. But there are still other openings for a tinsmith. Since he can make whatever is formed of sheet metal, he can find employment in factories for household utensils, sprinkling instruments, articles used in hydrotherapy, lamps, lanterns, automobile lights and accessories, oil stoves, metal toys, articles used in cellars, vineyards, dairies, in medicine and surgery, in the navy and on railroads, for zinc ornaments, acetylene apparatus, and small sheet iron and forged objects. A man with a trade which admits him to so many industries is not likely ever to be out of work. As tinsmithing is also a remunerative trade, it deserves careful consideration by a man who wishes to learn to be self-supporting.

The experience of the school at Lyons made it apparent to the organizers of the school at Rouen that there was a real need for a section in bookkeeping and general schooling. Many men have been so badly wounded that they are unfit for any manual occupation and cannot hope to earn a living except by office work. It was to offer the needed training to such men, mostly wounded in the arms or hands, that the section was founded. The original plan was to teach bookkeeping only, but so many men applied for other instruction that courses in elementary school subjects were

added. Men aspiring to government positions as postmen or copying clerks found themselves handicapped by a lack of education and asked the school to supply them what they needed; others without a definite aim in view came to improve their general knowledge; and some almost illiterate men asked for the schooling of which experience had taught them they were sadly in need.

All the teachers in the section give their services without charge. The bookkeeping course is conducted by M. R. Pelcat, an expert court accountant, who unselfishly takes twelve hours a week from his own interest to devote to our pupils. He is assisted by M. Brument, an attorney, who gives an interesting and useful course in commercial law, and by M. Delauné, an accountant, who not only teaches classes, but keeps the books of the school. These teachers were obtained through the *Union philanthropique des employés de la ville et de l'arrondissement de Rouen.* Pupils who wish to pursue their study of bookkeeping after they have left the school can attend evening courses supported by the *Union philanthropique* and there prepare themselves for a bookkeeping diploma from the *Académie de Comptabilité* of Paris. Or, if they leave the vicinity, they can take a correspondence course.

Other things than accounting must be taught to maimed workmen who expect to become bookkeepers. They must have practice in writing and spelling, in arithmetic and geography, and when possible, they should learn English, stenography, and typewriting.

Stenography and typewriting are taught by M. Leclerc, director of the *Bureau moderne*, and by Mlle. Vavasseur, each of whom gives three hours a week. Writing is very successfully taught according to a new method by M. Christen, who holds two sessions weekly of an hour and a half each. These three teachers were also obtained through the *Union philanthropique.*

For teachers in other subjects the school applied to the Department of Education. M. Doliveux, the highest official of the department at Rouen, at once interested himself actively in the project and began to supervise the organization of courses and to collect the necessary teachers. Much credit is also due to M. Lestang, director of the Teachers' Normal School, who permits his student teachers to give our disabled soldiers lessons in French, arithmetic, writing, and English. MM. Brisset and Dupéron, teachers in the Normal School, each give an English course of one hour a week, and M. Martin, primary inspector, a one-hour-a-week course in commercial geography. The general schooling which workshop apprentices receive for an hour and a half every day is given by two volunteer teachers, who are replaced every two weeks by two others, following a rotation started at the opening of the school. From the preceding account it is clear that the Department of Education and members of the school system have an important rôle in the work of aiding disabled soldiers through re-education.

The schedule of hours in the section of bookkeeping and general schooling is as follows:

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 8:00 to 9:00 | Bookkeeping | Bookkeeping | Bookkeeping | Arithmetic | Bookkeeping | Bookkeeping |
| 9:00 to 9:30 | Bookkeeping | Bookkeeping | Bookkeeping | Study | Bookkeeping | Bookkeeping |
| 9:30 to 10:00 | Study | English | Study | Study | Study | Study |
| 10:00 to 10:30 | English | English | Bookkeeping | Writing | Study | Study |
| 10:30 to 11:00 | English | Study | Writing | Bookkeeping | Study | Study |
| 11:00 to 12:00 | Stenography and Typewriting | Arithmetic | Stenography and Typewriting | Study | Stenography and Typewriting | Arithmetic |
| 1:30 to 2:00 | Study | Study | Study | Leave | Study | Study |
| 2:00 to 3:00 | French | French | French | Leave | French | English |
| 3:00 to 4:00 | Study | Geography | English | Leave | English | Study |
| 4:00 to 5:00 | Study | Study | Study | Leave | Study | Study |
| 5:00 to 6:00 | Writing | Study | Study | Leave | Writing | Study |
| 6:00 to 6:30 | Study | Study | Study | Leave | Study | Study |

Subjoined is an outline of the bookkeeping course:

*Business*

Elements of the history of business, merchants, commercial values, commercial law, bills, invoices, negotiable paper, etc., transportation, customs, taxes, excise, bonded warehouses, docks, general stores, merchants' exchange, insurance, business and industrial administration, business institutions.

*Business Correspondence*

General rules, specific cases.

*Business Arithmetic*

Short cuts, metric system, French and foreign measures and money, proportion, percentage, simple interest, discounting, profit sharing, net cost, current accounts.

*Bookkeeping*

Historical, laws relating to accounting, general considerations, methods, accounts, subsidiary books, principal books, balance sheet, inventories.

To this program, which is the same as that of the *Académie* at Paris, there is added some description of the different systems of accounting with some practical work in keeping books. All of the instruction is made as practical as possible, and as a result excellent assistant bookkeepers and even good bookkeepers are turned out in a comparatively short time.

The limits of this volume do not permit other outlines of courses to be given here, for conditions in the school are such that for the majority of courses no hard and fast program can be drawn up. In the elementary school subjects, especially, it would be difficult to follow a detailed program laid down in advance. Pupils do not come with a uniform preparation, nor do they all start a course at the same time, and the instructor must be constantly changing and adapting his program to suit their individual needs. By forming sections and sub-sections, by giving private lessons to late comers, and by taking advantage of a friendly spirit of mutual helpfulness among the pupils, the teachers try to overcome the difficulties of their task, and to arrange their material so that each pupil will get all that he can out of the course.

All things considered very satisfactory results are obtained in the elementary school classes. The pupils take such an eager interest in their studies and show such industry and zeal that they usually make rapid progress. One-armed men who are obliged to learn to write with the left hand acquire in a short time a rapid elegant hand which professional copyists would envy. Courses in dictation and grammar effect a remarkable improvement in the style and spelling of almost all our pupils, and many who knew no arithmetic at all learn to figure interest and discounts, to measure volumes, and to solve similar practical problems. There are some who have made good progress in learning English.

In the bookkeeping section many pupils have made really astonishing progress. Men who have never in their lives done anything but manual labor, have turned to this new utterly different kind of training with great enthusiasm, and shown taste and ability for the work. M. Pelcat, the instructor, estimates that many of his pupils will be excellent bookkeepers at the end of six months, and he hopes to make the best of them worthy of being called real accountants.

While men who are prevented from their wounds from taking up their former trade and who make no effort to learn a new one are usually obliged to accept a very low wage, those who have the energy and perseverance to acquire new skill and knowledge can counteract their disability and obtain well-paid work. The Committee of the Rouen school, wishing its pupils to feel that they will reap a just reward for their efforts, undertakes to find each man a well-paying position suited to his capacities. The Committee is helped in doing this by its relations with the Chamber of Commerce, through which it comes in contact with all the manufacturers and business men of the city, and by the interest and aid lent to it by the state, departmental, and city administrations. Its recommendation with any of these is never without effect.

Up to the present the school has not only had no trouble in placing its pupils, but it has often had to help them to decide between two or more positions. It uses its influence with its pupils against their leaving the school for the first position that offers, when by staying longer they might acquire training which would fit them later for a much better position. Pupils from the

bookkeeping and general schooling section have been placed as clerks in the post office and prefecture, and as assistant bookkeepers and accountants in business houses. In one case the employer voluntarily made the conditions of work easier when he learned that the applicant was a pupil from our school.

We hope that as more pupils leave the school to enter employment, the kind of work they do will bear testimony to the kind of training they have received, and that the title of pupil of the Rouen School of Vocational Re-education will be an acceptable recommendation to employers and a valued reference for disabled men.

UNIVERSITY OF CALIFORNIA LIBRARY
BERKELEY

Return to desk from which borrowed.
This book is DUE on the last date stamped below.

DEC 2 1947

DEC 15 1947

14Apr'49HJ

MAY 8 1967 9.4

RECEIVED
APR 24 '67 -10 AM
LOAN DEPT

REC'D LD JUL

MAY 9 1987

MAY 3 1987

AUG 6 1970

GO 2 1991

LD 21-100m-9,'47(A5702s16)476

NOV

U.C. BERKELEY LIBRARIES
B003017083

400731
UNIVERSITY OF CALIFORNIA LIBRARY